DOCUMENT RESUME

ED 333 094 UD 028 124

AUTHOR Papalewis, Rosemary; And Others
TITLE Preparing School Administrators for the Culturally and Linguistically Diverse. A Formal Mentor Training Program in Progress.
SPONS AGENCY Danforth Foundation, St. Louis, Mo.
PUB DATE Apr 91
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Educational Innovation; Elementary Secondary Education; Higher Education; *Interpersonal Relationship; *Management Development; *Mentors; *Principals; Professional Development

ABSTRACT

Mentoring is the focal point of this innovative program, established in 1987, for the preparation of school principals. The program emphasizes learning through field experience and close collaboration between participating universities and local school administrative systems. Experienced administrators are chosen to serve as mentors for candidates in the administrative preservice training program. Mentors receive special training to prepare minority group candidates. Mentors are selected on the basis of recommendations of district superintendents and are matched with proteges regardless of sex or race. Mentors and proteges are administered the Alleman Mentoring Scales Questionnaire, the Mentoring Styles Indicator for Educational Administrators, and the Protege Needs Survey as pre- and post-training assessment. Mentors and proteges are familiarized with the techniques of mentoring and the overall goals of the mentoring program during a training workshop. The development of both mentors and proteges is tracked throughout the program using structured interviews and journals. The following results are reported: (1) mentor behaviors identified by proteges; (2) descriptions of mentoring relationships by proteges; (3) descriptions of proteges by mentors; and (4) descriptions of struggling with mentors and developing informal mentoring relationships by proteges. Protege interview questions and examples of protege feelings, insights, and problems are included. A list of 37 references is appended. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333094

Preparing School Administrators

For the Culturally and Linguistically Diverse

A formal mentor training program in progress

Danforth Foundation Funded

by

Rosemary Papalewis, Ed.D
Co-director, CSUF-UC Joint Doctoral Program
in Educational Leadership
CSU, Fresno

Michael Jordan
Lecturer
CSU, Fresno

Alfredo Cuellar, Ph. D.
Associate Professor
CSU, Fresno

Joyce Gaulden
Graduate Student
CSU,Fresno

Alice Smith
Graduate Student
CSU, Fresno

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
R. Papalewis
CSU Fresno, Educ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A contributed research paper presented at the meeting of the
American Educational Research Association,
Chicago, IL, April, 1991

UD028124

BEST COPY AVAILABLE

Introduction

The mentor/protégé relationship has become a topic of rapidly developing interest over the past few years. Much of the research that has been done and is now being done addresses the characteristics and development of these relationships. Researchers (Alleman, 1984; Auster, 1984; Daresh, 1989; Kay & Gerhrke, 1984; Papalewis, 1988) are interested in the advantages and disadvantages associated with these relationships and with the problems of mentoring, both for the mentor and the protégé. This has provided the basis for studies relating to the effectiveness of such relationships and how they might be controlled and nurtured from inception to termination.

The earliest definitions of mentor are derived from Greek legends (Auster, 1984) which speak of Odysseus entrusting his son to the care of his friend and teacher, Mentor, while he embarked on his mythical journeys. Skeats' (1980) Etymological Dictionary traces the beginnings of *protégé* to the Latin word *protégé*, which meant "to protect." Generally we think of the protégé as one who is protected or helped, especially in the advancement of his/her career, by another, more influential person.

Much of the work by researchers today (Alleman, 1984, Clawson, 1985;) deals with a more contemporary definition of the mentor/protégé relationship. The modern day concept is found to be one which many feel can be manipulated and controlled, even by elements outside the mentor/protégé relationship. Schein(1978) and a group of his students from the Massachusetts Institute of Technology found mentoring to fulfill many roles. These included teacher, coach, positive role model, developer

of talent, opener of doors, protector, sponsor and successful leader. Their work has been validated by subsequent researchers in the field, namely Clawson(1985), Kay and Gerhke(1984), and Levinson(1978) .

Clawson's (1985) findings indicate that most of the mentor/protégé relationships develop as a means to advance in the workplace. Those being mentored are mostly interested in the job-related aspect of the relationships, rather than the emulation of lifestyles and personal ideals. He views most of the learning which takes place in these relationships as superior-subordinate based as opposed to mentoring in the truest sense.

Other researchers (Auster, 1984; Levinson, 1978), through an interest in the dyadic nature of the relationships, see a great deal of mutual benefit for both participants. Levinson's study indicated that the mentor-protégé relationship is of particular help in making the transition to "achievable dreams." It is his belief that the relationship in its healthiest form is mutually beneficial, with the mentor taking pride in their protégé's achievements, having their own work benefit from the protégé's energies and talents. The protégé grows and learns from his/her model's experience and is assisted to even higher levels of responsibility as the mentor opens doors.

Auster(1984) describes the mentor/protégé relationship as a unique role set, because of its dyadic character. He sees this dyadic quality as the fundamental and distinctive feature of the mentor/protégé relationship and found that it is generally evaluated as a rewarding relationship for both participants. This stands in agreement with Levinson's(1984) findings. Auster(1984) also found that benefits reported by protégés themselves included more challenges to clearer thinking and greater opportunities for career success. Most protégés seem to feel that almost

anyone can dispense social rewards, but the praise of a "significant other" is worth more to the recipient, even though the time and effort involved might be the same from the non-mentoring personality as from the mentoring one.

Many researchers (Alleman, 1982, 1984; Glassman, 1984; Ouchi, 1981;) have approached the subject of investigating what might underlie the motivational aspects of mentoring, searching for what might hold as "common" characteristics for the mentor/protégé relationship. Alleman(1982) discusses three major points concerning just such an investigation:

1. Do mentors exhibit certain behaviors that distinguish them from their non-mentoring colleagues?
2. Do mentors have certain personality characteristics that distinguish them for selection to perform mentoring functions?
3. Is it necessary to "match" certain people together for successful mentoring to occur?

Alleman chose 29 protégé-labeled mentoring pairs and 21 subordinate-labeled non-mentoring pairs working within an organization. The study utilized a *Superior-Subordinate Activities Questionnaire* developed in a pilot study to measure frequency of occurrence of specific mentoring behaviors within pairs. *The Jackson Personality Inventory* (Jackson, 1976) measured psychological characteristics. The JPI, the *Biographical Information Questionnaire*(pilot study), and the *Adjective Checklist* (Gough & Heilbrun, 1965) were used to measure similarities within dyads.

Her research delving into these areas has concluded the following: Mentors do indeed display specific actions and attitudes more often than the members of a comparison group. This recognition of a difference in

behaviors of the mentor group is expressed both by the members of the mentor group and by the members of the group being acted upon. A particularly interesting finding of Alleman's 1982 study is that these behavioral differences are present and exist over and above the effects of sex, race, gender combinations within dyads or perceived organizational policies on the treatment of subordinates. The study, contrary to the unsupported speculation in the literature, indicated that behavior patterns in mentoring relationships did not vary with sex. Male and female mentors treated their protégés in the same way. Mentoring occurs in a wide variety of organizational types and in varying settings and functions within each individual organization. The difference between mentors and nonmentors is found in what they do, not who they are. Alleman and others (Alleman, Cochran, Doverspike & Newman,1984) find, therefore, that the evidence indicates that mentoring relationships can be established or enriched by learning or encouraging mentor-like behavior rather than by selecting certain types of people, and that it is not necessary to cross-match pairs on various characteristics or to avoid cross-gender pairing.

The concept of designating individuals to serve as mentors as part of preservice training programs for educational administrators has now become a focal point of many recent reform efforts in administrative training programs across the nation. One such program is the Danforth Foundation Program for the Preparation of School Principals, established in 1987 as a way to serve those advancing through the administrative career field. These innovative programs would allow them to experience a type of pre-service training that was somehow different from the more traditional methodologies. According to the precepts established by the Danforth Program, the training would emphasize learning through field

experience, rather than the more clinical approach of conventional classroom settings. There was also to be included in the Danforth formula a close collaboration between the participating universities and local school administrative systems. And finally there was the selection of individual experienced administrators to serve as mentors for selected candidates participating in the administrative pre-service training program. The goal of this program was to assist new administrators in becoming as effective and successful as possible as soon as possible, and to ease the entry into a demanding profession for novice administrators.

Research(Alleman, 1989; Gillispie, 1989) indicates that trained mentors have dramatically higher mentoring activity and their protégés credit the mentoring they received with significantly higher levels of career benefit and personal development. This specific program will train mentors to: sponsor, coach, share information, protect, role model, counsel, encourage, and foster independence in the protégé. Secondly, the program will enable mentors to effectively prepare underrepresented administrators. Lack of culturally diverse insight and understanding tends to perpetuate the traditional models of administration.

The import of having a mentor is well documented. Findings, though, are not consistent that gender, race, or ethnicity of mentor and protégé dyads have an effect on the relationship. Gilligan (1982) wrote that the images of hierarchy and web, drawn from the texts of men's and women's fantasies and thoughts, convey different ways of structuring relationships and are associated with different views of morality and self. Likewise, McElhiney & Bennington (1990) and Miller (1984) concluded that in adult development, academic and career development do not always agree on whether the mentor should be female or male. These

researchers found that though some say women should mentor women, still others contend that men should mentor women due to their generally more elevated status of males in the professions. They also suggested that because women develop differently, that researchers should question the advisability of judging the effectiveness of "traditional mentoring" on the individual development of adult females based on research conducted only on males.

Literature specific to female mentoring relationships suggest that:

(1) Very often women were unaware that their first relationship was a mentoring relationship (Jewell, 1990); (2) Often women do not trust the mentoring relationship until proof of attaining the professional goal is made, such as getting the job desired, graduating, etc. (Papalewis, 1983); (3) Women who had been mentored (in this particular study) had established a career direction of demonstrated competence before the benefactor appeared (Jewell, 1990); (4) Women who had advanced in their careers without a patron, traveled as fast, but they did it with greater self-doubt (Jewell, 1990); (5) Cross-sex mentoring relationships for women have considerable potential to be exploitative and that the introduction of sex and sexuality into mentoring relationships has a distinctively negative impact on equitable opportunities (La France, 1987; Paludi (1987); (6) Mentored women felt that "success and power" were one and the same thing, therefore increasing their sense of personal empowerment (Jewell, 1990); (7) Being a mentor and helping to develop the careers of others can effect a woman's career in some of the same positive ways as having a mentor (Schaeffer, 1984); (8)

Women mentors can increase women's identification with successful role models, provide valuable information, and create incentives through illustrative success (Haring-Hidore, 1987); (9) Women see mentoring responsibilities as relationships which encourage not only career development, but also emotional development and well being (Keele & DeLa Mare-Schaefffer, 1984; O'Leary 1988).

Likewise, and in spite of the rapid growing interest in mentoring and the abundance of titles dealing with various mentoring topics (Miles, 1989), the nature of mentoring experiences among minorities, and the characteristics and development of these relationships have not attracted the attention of researchers. The experience of minorities in administrative careers is an important body of knowledge to document. In a comprehensive study about minority school administrators, Valverde and Brown (1988) reported that administrators from minority ethnic groups have to overcome an unusual variety of demands and expectations placed on them: stereotyping and segregation, gaining much need experience, responding to minority constituents, demonstrating loyalty to superior administrators and teachers, explaining dysfunctional practices of school districts in the education of minorities, and helping district personnel to understand what is important to minority groups.

Literature specific to race or ethnicity mentoring relationships suggest that: (1) Grooming-mentoring works best if the relationship is homogeneous (Haring-Hidore, 1987); (2) Homogeneity is problematic as finding mentors poses special difficulties for the culturally diverse (Haring-Hidore, 1987; Hodkinson, 1970); (3) A

plea for "Womentoring" from a cross-cultural perspective, that white women who have attained positional power should mentor non-white women (Hetherington & Barcelo, 1985); (4) though mentoring experiences have been found to be similar regardless of race, some researchers have acknowledged that this experience may have greater impact on the career of blacks (Alleman, Newman, Huggins & Carr. 1987; (5) mentors of the same ethnicity as their protégés appear to be more sensitive responding to career development issues (DeFour, 1990); (6) minority protégés prefer as role models members of the same ethnicity or Caucasians.

Methodology

Subjects: Seventeen dyads have been identified from eleven public school districts located in the San Joaquin Valley, California.

Dyads are: 18 dyads from 11 public school districts

9 dyads male mentor-female protégé

5 dyads male mentor-male protégé

3 dyads female mentor-female protégé

1 dyad female mentor-male protégé

Mentors: 17 mentors (1 mentor has 2 protégés)

13 mentors are Caucasian male

4 mentors are Caucasian female

Protégés: 12 females - 9 Caucasian and 3 Hispanic

6 males - 2 Caucasian, 1 Asian American, and 3 Hispanic.

Phase 1

Selection of the Mentors: The mentors were recommended by the District Superintendents based on the following criteria, with no relevance attached to cardinal position (Papalewis, 1987b):

1. Is a good motivator
2. Is a good teacher
3. Is a high performer
4. Is secure in his/her position
5. Is not threatened by others' successes
6. Is able to give the protégé exposure
7. Is reflective of the District's values
8. Is in touch with the District's culture

Pre-training Steps: The level of mentoring activity before training was measured for two reasons(Alleman, 1989). First, it served as a baseline measure for before and after comparisons. Second, it provided the information needed to give individual feedback to individual mentors during training. This measurement, as well as the follow-up measurement, was made with the *Alleman Mentoring Scales Questionnaire* . It is a reliable, valid instrument that measures the amount and quality of mentoring activity. Reliability = .99 ($p < .001$); Six types of validity range from .52 to .89 ($p<.01$) and ($p<.001$).

The pre-training components of this study were:

1.Administer pre (post) *Alleman Mentoring Scales Questionnaire, Forms A and B, and The Mentoring Styles Indicator for Educational Administrators* (Gray & Anderson, 1990).

The pre-training data was gathered at the initial training session in September, 1990 before the training session began. All protégés filled out *Form B* of the instrument, which describes their mentor's actions toward them. The mentors filled out *Form A* , which describes their own actions toward their protégés. Two profiles are drawn for each relationship and are used later in the training. *The Mentoring Styles Indicator*(Gray and Anderson, 1990) was also administered as a pretraining instrument as was a Protégé Needs Survey.

Phase 2

Training: Preparation of the mentors was to familiarize them with both the techniques of mentoring and the overall goals of the mentoring program. Likewise, the protégé should understand the capabilities of formal mentoring and its limitations.

Initial training for the mentors and protégés was provided by Marilyn Gray of *The International Centre for Mentoring*, Vancouver, British Columbia. The workshop included an orientation to the goals of the program as well as more in-depth training and participative activities in the following areas:

- Mentoring in the career development continuum
- Basic Differences between mentoring and coaching
- Why a planned mentoring is needed
  - Inadequacies of informal mentoring
  - Research results on gender and cultural differences
  - Essential components of a planned mentoring program
- Mentoring Style as assessed by the (*Mentoring Style Indicator*)
- Roles mentors play
- Protégé Needs

The training components of this study are:

1. Tracking the Danforth Protégés development noting:

   - their formal mentor relationship
   - their self-described feelings, insights, problems encountered, etc. during this program
   - their informal mentor relationships (if any)
   - their self-described development from teacher to administrator
   - their identified strategies used for interacting with colleagues while in this program
   - their perceived similarities and differences due to gender, ethnicity or race

2. Tracking the Danforth Mentors development noting:

   - their formal protégé relationship
   - their self-described feelings, insights, problems encountered, etc. during this program
   - their self-description of their mentoring style
   - their self-described best techniques that work best with their protégé.
   - their perceived similarities and differences due to gender, ethnicity or race

Phase 3

Data Collection: Data is being collected and analyzed from the *Alleman Mentoring Scales Questionnaire, Forms A,B, and D*; from *The Mentoring Styles Indicator for Educational Administrators* (Gray & Anderson, 1990); a Protégé Needs Survey; *The Mentor Gender Communication Scale* (Papalewis, 1989); structured interviews with both protégés and mentors; and reflective writing journals from protégés and mentors. The timeline commences in Fall of 1990 and concludes in Fall of 1991. The initial results of this study will be presented next.

INITIAL RESULTS

Table 1

Mentor Behaviors identified in Protégés journals 6 Months into a formal mentor relationship

- Strong command of communication skills
- Shared insights on performance skills
- The ability to laugh at yourself
- Openness and willingness to share ideas
- Willingness to share time
- Introduces the protégé to the inside workings
- A calming, supportive influence
- Spends a lot of his/her time allowing me to apply what I am learning.
- Spends a great deal of time guiding, directing and explaining
- Is willing to let me take on the responsibilities I feel capable and confident enough to handle.
- Provides relaxed time for brainstorming, discussing, laughing, crying and growing.
- Helps protégé to understand that much of what is felt is not abnormal for this change.

Table 2

Some examples of protégé journal comments describing mentoring relationships

- Without the support, encouragement, faith and friendship of my mentor, I would have thrown the whole internship down the drain. She's a class act both professionally and personally. We are a unique and special "two-some"...and have developed a true and sincere friendship.
- Allows me to observe, act, or whatever I feel comfortable with at this time.
- Gives me no positive feedback on my performance.I guess no news is good news. I know I should probably ask him about my performance, but I am working so hard, I would be deflated if I only heard the response "fine."
- I am given the bulk of the workload because he (mentor) says he gives me most of the work because I get it done! I guess that is a compliment. Memos of responsibility addressed to other workers are left on my desk for completion.
- My mentor was supportive, but gave no input on different ways to implement. The whole time I felt he was extremely distracted and that I was taking valuable time.
- Mentor is a great support on how to handle people in different situations.
- He seeks to think I'm doing a good job - it's hard to tell, he never expresses his feelings.
- She wrote me a note saying how much she appreciated my organization, eagerness, etc.
- There is always time for the program and me, even if it's 7:00 AM, she will always make time for me.
- He supported my authority in decision-making.
- I was elated when he actually asked my opinion!
- I felt for a moment we were actually colleagues discussing a curriculum problem rather than the boss/subordinate relationship.

Table 3

How two mentors have described their protégés (journals)

- My feeling is that he is very much child-centered and sensitive. Qualities I find essential in those administering programs for children and youth.

- He exhibits sensitivity coupled with tenacity

- I appreciate his willingness to handle hostile situations and to see two sides of an issue.

- He understood his assignment and was committed to fulfilling his duties.

- He handled the situation efficiently and with diplomacy.

- As a trainer he is enthusiastic, motivating, personal and well prepared.

- I received compliments about her ability to keep the meeting moving.

Table 4

Protégé Interviews: Samples of struggling with mentors and developing informal mentoring relationships. (group - January)

• (F)One thing I see is that the mentors are going to say, I shouldn't say all of them, but as far as mine is concerned, she's going to say everything is fine and hunky-dory because that's what I tell her. Because I don't know how to respond to her when she she says "What's really going on?" I don't know how much I should dump on them because they are my next in command. They expect an awful lot from us too, I think they say, "Well here's the budget, here's the site plan and it's yours and you have ten weeks to get it done. And they hand it to you and you're sitting there looking at it going OK, now what am I gonna do with this. There hasn't been this time and you know for them to come back and say well I told you to order bookshelves. OK, I know what to do if I'm gonna buy regular furniture, but there's other stuff I have to take to use this other money, and I kinda feel like I'm out there looking at this thing, yeah sink or swim and it's not that I didn't have the time to do it, nobody sat down with me and explained to me that this is what you are supposed to do to get to this point.

•(F)You know what I found most frustrating initially with the mentor was hearing, we have about five people in here that sound like they have wonderful mentors, i mean truly mentors, and hearing their stories and then knowing that we weren't getting even a fourth of that. That was really frustrating. So, I had to stop and change my ideas of what I was supposed to get out of it and look at the mentor's strengths and zero in on

Table 4 (cont.)

that and basically I'm making the decisions on what I'm going to be working on and doing. He said take the initiative, do whatever. So I am. But I'm not getting that mentoring that I should be in order to become a so-called administrator.

• (F)(Mentor is a Male Supt) I think it depends on the personality of the person you are working with. I have a site administrator who I think is becoming a mentor to me. It's not only because she is at the site, but because I think as a person she is more open to the mentor kind of a role. For example, If I have a problem, she'll say "I see this in you, come here"...she doesn't say it like that, it's that open attitude that she has. With him, he'll say, "So how is it going?" The look in his eye is "don't tell me anything bad, don't fill up with tears, don't give me that look." So I kinda choose my words more carefully with him, can't really let it all out where with her I find now I can just about say whatever I want to. Maybe because she's closer to it, she's been through this more recently, maybe it's because she's the kind of person who can deal with it. I don't know where it lies, but that's how it's kind of turning out.

Table 5

Interview Questions Developed Specific to Gender, Race and Ethnicity

1. What mentors have been in your life?
2. Describe their qualities.
3. What personal attributes in your mentor most empowered you?
4. Along the way, did you perceive barriers to your moving ahead?
5. From your experiences as a protégé do you feel :
    - females need female mentors?
    - males need male mentors?
    - Hispanics/Asians need Hispanic/Asian mentors?
6. How has being in Danforth affected you:
    - professionally?
    - personally?

Sampling of Protégés self-described feelings, insights, problems encountered in day to day experiences, as written in their journals

• I felt terrific about my efforts. I know my principal was pleased (Icould tell by his expression by the turnout of parents at the assembly) however, no mention of "good job" was made. I felt a bit disappointed, but know my efforts were excellent . . . especially since I didn't need to bother him once with questions on "how to organize" . I used my own initiative.

• I assisted at the spelling contest. I still feel a bit insecure when I'm around the more experienced administrators. Everything is still so new ... no familiar ground ... everyday is a new experience, which is exciting, but at the same time a humbling experience. There is so much to learn.

• I am using my own initiative to get into classrooms and model lessons since we have several new teachers. We do not have management meetings and I am not specifically told what to do (other than clerical type jobs) so I am left on my own for managing the bilingual program and several other special programs. It is becoming increasingly difficult to get into the classrooms because the majority of my day is becoming phone calls, teacher requests, clerical type duties of ordering, and District informational meetings. My principal wants me in the classroom, but I wonder WHEN? I am already spending an average ten hour day and weekends. I know I will become more efficient my second year.

• The bilingual program is probably one of my most confusing of job assignments. I am the coordinator yet little guidance from the District has

been offered. When I call for help, they are friendly enough, but is sounds like a foreign language when ever they answer a question. Besides, I don't even have the knowledge to know what questions to ask. Luckily we have experienced tutors at our school, so I utilize their knowledge of procedures. Even so, we are still out of compliance I find it difficult to be a manager of something I so totally disagree with the way the principal has set up the program.

• I am managing a program, but mostly my duties are "cast off" duties although important to learn but limiting my experience for an administrative position. I felt more in touch with the happenings of the school when I was a teacher. The logistics of my desk are also a problem. My desk is isolated down a hallway away from the action of the office. We have no traffic through our Resource Office area ... no telephone ringing and we don't even hear the morning announcements. I know I could be learning a lot more if I heard parental and student contact if I was in the office area too. I definitely want to make a move next year to see if I am getting a clear picture of "What a principal does." However, it is not an easy task making a transfer to another school unless it is a promotion.

• He complimented the report I gave at this week's meeting. The compliment was very uplifting, especially since he never gives compliments.

•He sees me as a "specialist" and not as a protégé. I believe he would see me as an apprentice if I were not part of a special administrative training program. Apparently I'm supposed to have a lot of answers for him.

•Today we met on a lesson we had observed. This was probably the most meaningful conversation we've ever had. He took the time to go through

the observation procedure step by step. It was a good feeling to be treated as a protégé.

• I'm finding I have to prove myself to a few teachers that are new on staff. Many of the teachers at the school knew me as a hard working teacher that put in years of time. They have accepted me in this new role and feel I am doing a great j ob! There are, however, a couple that continually question my authority. I have had to have discussions with them and I'm sure things will get better.

• I'm not complaining as far as being in the program. I think it's wonderful and I feel very fortunate to be in it. There just isn't enough time for everything, where it doesn't feel rushed. I really appreciate my mentor and support group.

• Everything appeared to be going too well for the past 3 months. During this week, a particular encounter with a parent occurred in which I saw the dark side of school-parent involvement.

An angry parent came in with mixed emotions regarding the manner in which her child was being disciplined by the instructor. The manner in which the problem was resolved was satisfactory. The parent was allowed to speak freely and let out her anguish while we listened patiently. Her intentions were to get a piece of the teacher. However, her wish was not satisfied as an alternative solution was worked out.

• One area that I will attempt to improve in will be the ability to tie up loose ends and bring closure to those tasks that I have been unable to do so.

• Feeling stressed, tired, challenged and <u>hopeful</u>!

• Several comments have been made about a special episode last week and the "calmness", "professionalism", "control" and a "job well done" when

handling the episode. Praise the Lord, I did it all by myself, without her(mentor) guidance. I survived!

• Continued good feelings about mentor and administrative responsibilities. Receiving sound advice about people/tasks.

• My mentor made himself accessible during the Christmas vacation. There was no need for me to call him during this period of time.

• My mentor is providing insight to problems encountered with various staff members. We have been working together to provide support, suggestions, and demonstrations for teachers.

• The past two weeks have been difficult. I am finding a real need to become more assertive. I have a tendency to allow my mentor to handle conflict situations. I have discussed this weakness with my mentor and fortunately have his support.

• I wish he would allow me to make the decisions and to learn from any mistakes I might make.

References:

Alleman, E. (1982). Mentoring research results. Mentor, OH. Leadership Development Consultants, Inc.

Alleman, E. (1989). Two planned mentoring programs that worked. Mentoring International, 3 (1), 6-12.

Alleman, E. , Cochran, J., Doverspike, J., & Newman, I.,(1984). Enriching Mentoring Relationships. The Personnel and Guidance Journal. 62, 329-332.

Alleman, E., Newman, I, Huggins, H., and Carr, L. . (1987). The impact of race on mentoring relationships. International Journal of Mentoring, 1, (2).

Auster, D. (1984). Mentors and protégés: power-dependent dyads. Sociological Inquiry. 54(2), 142-153

Clawson, J.G. (1980). Is mentoring necessary? Training and Developmental Journal. 39, 36-39.

Cox, D. (1989). Mentor Teacher: an important school reform component. Thrust, Nov/Dec, 56-58

Daresh, J. & Playko, M.(1989) . Teacher mentors and administrative mentors: same track, different trains. Journal For School Administrators, 20, 88-96.

DeFour, D. (1990). Some thoughts on ethnic minority mentoring. International Journal of Mentoring, 1, (2):. 14-17.

Dodges, J. (1987). Do women in education need mentors? Education Canada, Jan, 26-28,

Gillespie, D.B., (1989). Implementing a mentoring program in life insurance companies. Mentoring International, 3 (1), 13-18.

Gilligan, C. (1982). In a different voice: Psychological Theory and Women's Development. Cambridge: Harvard University Press.

Glassman, R. (1984). A sociobiological examination of management theory Z. Human Relations, 37, (5), 367-391.

Gough, H.G. & Heilbrun, A.B. (1965). The adjective checklist manual. Palo Alto, CA: Consulting Psychologists Press.

Gray, W. & Anderson, T. (1990). MSI mentoring style indicator for educational administrators. Canada: International Centre for Mentoring.

Haring-Hidore, M. (1987). Mentoring as a career enhancement strategy for women. Journal of Counseling and Development. 66, 147-148.

Hetherington, C. & Barcelo, R. (1985). Womentoring: A cross-cultural perspective. Journal of NAWDAC, 48, 12-15.

Hodkinson, C. (1970). Organizational influence on value systems. Educational Administration Quarterly, 3, 46.

Jackson, D.N., (1976). Jackson Personality Inventory Manual. Goshen, NY: Research Press.

Jackson, D.N., (1977). Reliability of the Jackson personality inventory, Psychological Reports. 40, 613-614.

Jewell, S. (1990). Mentors for women: career necessity or hype? Career Planning and Adult Development Journal, Summer, 13-15

Kay, R. & Gehrke, N. (1984) Mentoring in the training and socialization of teachers. Seattle: University of Washington.

Keele, R.L. & M. DeLamare-Schaeffer, (1984) So what do you do now that you didn't have a mentor? Journal of the National Association of Women's Deans, Administrators and Counselors. 47(2), 36-40.

LaFrance, M. (1987). The Paradox of Mentoring. Paper presented at the Interdisciplinary Congress on Women, July. Dublin, Ireland.

Levinson, D.J., Darrow, C., Klein, E., Levinson, M., McKee, B., (1978). The Seasons of a Man's Life. New York: Ballentine Books.

McElhiney, A. & Bennington (1990). Genesis of a planned mentoring program for re-entry women. Career Planning and Adult Development Journal. Summer, 13-15

Miles, M. G., (Ed.), (1989). Mentoring and coaching: An annotated bibliography. Mentoring International 3, 20-23.

Miller, J.B. (1984). The Development of Women's Sense of Self (work in progress). Wellesley, MA: Stone Center for developmental services and studies, Wellesley College.

O'Leary (1988). Women's relationship with women in the workplace. In B.A. Gutek, A.H. Stromberg, & L. Larwood (eds.) Women and Work. Newbury
Park, CA: Gray. 189-214.

Ouchi, W. (1981). Theory Z: How American Business Can Meet the Japanese Challenge. Reading, Mass: Addison-Wesley.

Paludi M. & Hidore-Haring M. (1987). Sexuality and sex in mentoring and tutoring: implications for women's opportunities and achievement. Peabody Journal of Education, Summer, 164-171.

Papalewis, R. (1983). The mentoring relationship between major advisors and doctoral degree advisees. University Microfilms International, DAQ 56766, 300 North ZEFB Road, Ann Arbor, Michigan, 48196.

Papalewis, R. (1987b). The relationship of selected variables to mentoring in doctoral level education. International Journal of Mentoring, 2 (1), 22-26.

Papalewis, R. (1990). The Mentor Gender Communication Scale. CSU, Fresno: CA.

Schein, E.H., (1978). Socialization and learning to work (ch.8). Career Dynamics: Matching Individuals and Organizational Needs. Reading, Mass.:Addison-Wesley.

Skeats, W. (1980). A Concise Etymological Dictionary of the English Language. New York: Perigree Books.

Valverde, L. A. , & Brown, F. (1988). Influences in leadership development among racial and ethnic minorities. In Boyan, N. (Ed.), Handbook of research on Educational Administration (pp.143-157). New York: Longman.